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*The Mesa Community College  
Program to Assess Student Learning*

*Annual Report AY 2012-2013*

Prepared by:  
*Office of Research and Planning*

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Mesa Community College is part of the Maricopa County Community College District,  
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## ***I. Introduction and Background***

### **History and Overview of Assessment**

Over the past seventeen years, Mesa Community College (MCC) has developed a comprehensive system of assessment focused on a set of common student learning outcomes. The college community uses assessment results to identify areas of strength and areas for improvement in order to develop strategies to enhance student learning. Student outcomes assessment has become a part of the college culture.

The success of MCC's assessment program is due in large part to the principles that evolved as the program developed. These principles are based upon good practice as well as lessons learned while developing and implementing the program. They have provided a sound foundation for assessment to develop and mature.

1. The assessment program is driven by college values.
2. The college makes a long-term commitment.
3. Instructional leaders understand and believe in the value of assessment.
4. Faculty lead the program and own the results.
5. Technical expertise and support are provided.
6. Learning outcomes are defined programmatically.
7. Measurement tools align with outcomes.
8. A viable research design and methodology are used.
9. Results are used by faculty to improve learning.
10. Assessment is linked to college planning.

Development of the assessment program has been a collaborative effort between faculty, staff and administration. Faculty participation has been critical to the development of the assessment program and is fundamental to administration and use of results. College administration has provided consistent support by allocating resources and providing leadership to the assessment initiative and the Office of Research and Planning (ORP) has provided the technical expertise and support needed to help design the research plan, refine the instruments, coordinate data collection and analyze the data.

Over time assessment measures, data collection procedures, and the use of results have been refined. Commonly accepted student learning outcomes were defined by the faculty when the assessment program was first developed. Instruments were selected or developed by faculty, piloted and administered. The assessment tools have been reviewed by faculty and modified when appropriate after subsequent administrations. Administration of assessments shifted from voluntary student participation outside of class to a system of campus wide assessment conducted by faculty during class time.

As the program to assess student learning has matured, the use of assessment results has been emphasized. Assessment results are integrated into departmental and college planning. Furthermore, college-wide assessment initiatives have been developed through the activities of the Results Outreach Committee (ROC), a sub-committee of the Faculty Student Outcomes Committee (SOC). Outcomes assessment results for academic year (AY) 2012-13 are described in this report. A complete series of annual assessment reports has been written, beginning in AY 1996-97, and provides further details about the development of the assessment program at MCC.

### **Organizational Structure for Assessment**

A standing faculty committee, SOC is charged with making decisions and recommendations related to all aspects of student outcomes assessment at the college. The faculty committee is led by a faculty chair and co-chair who receives reassigned time to lead the assessment initiative. Ex-officio members include the

Vice President for Academic Affairs and staff from ORP. The committee holds regular monthly meetings and schedules additional ad hoc meetings as needed. SOC meeting minutes for AY 2012-13 are shown in Appendix A.

The Student Outcomes Resource Committee includes the SOC faculty chair and chair-elect and staff from ORP. The Resource Committee is responsible for all operational aspects of the student assessment program, including coordinating and providing technical assistance to the faculty clusters, and coordinating and conducting Assessment Week activities. ORP provides technical assistance related to development of assessment tools and scoring rubrics, conducts data analyses, and prepares and disseminates annual assessment reports.

Interdisciplinary faculty teams, or “clusters,” plan and direct the assessment efforts for each of the outcome areas. The clusters are typically comprised of three to five faculty members who select or develop measures to directly assess the outcomes, review the assessment results, and recommend revisions to the assessment tools.

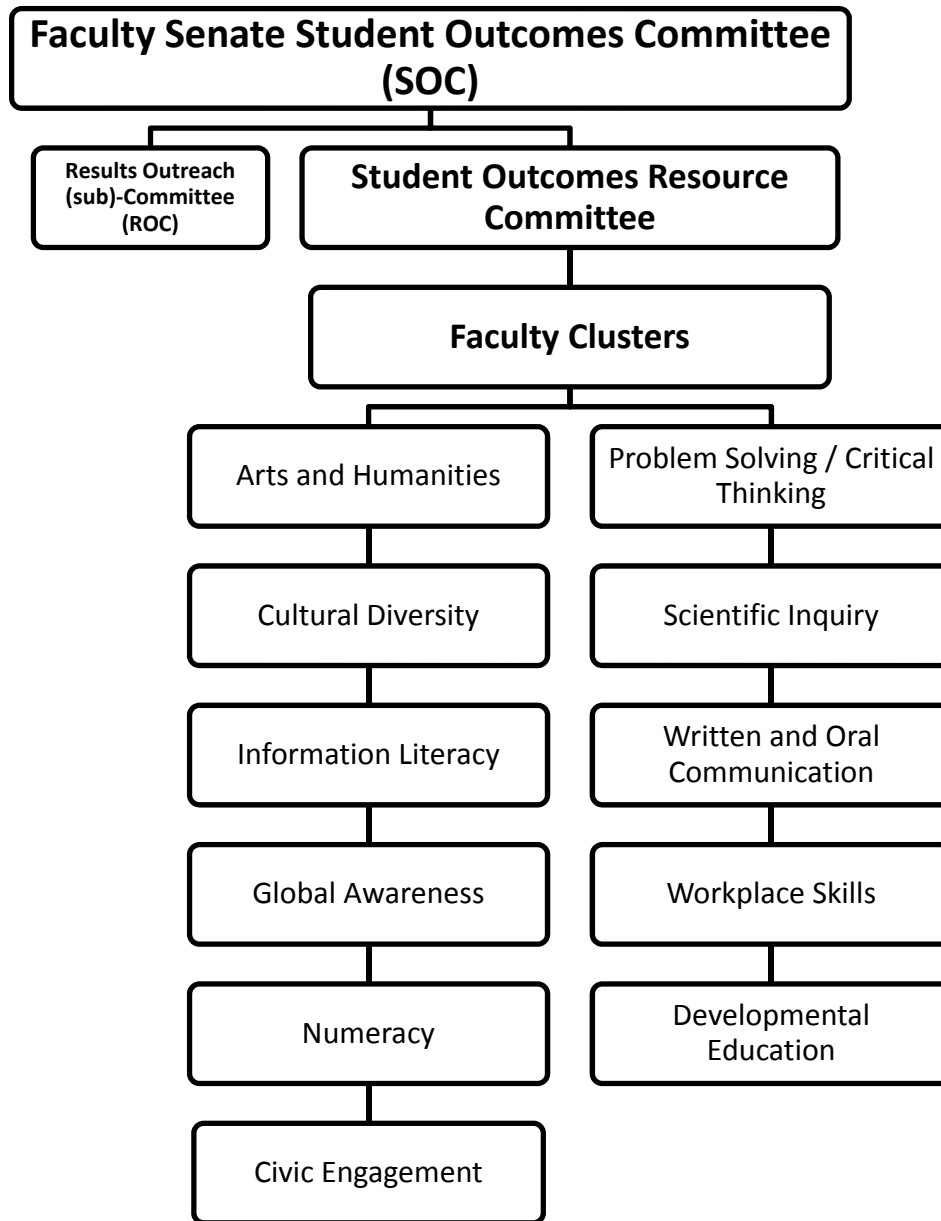
ROC explores avenues for facilitating the use of assessment results by departments and faculty members. The committee promotes the use of outcomes data in relation to faculty development, pedagogy, and academic climate; encourages faculty and departments to come forth with specific outcomes-based initiatives and endeavors; and provides the mechanisms for these outcomes-based activities. Committee members worked during the year to initiate pilot projects which directly address the results of student outcomes assessment. Based on a ROC recommendation, the Vice President for Academic Affairs funds projects focused on assessment results. The ROC committee materials are included in Appendix B.

The success of the assessment initiative has been dependent upon the collaboration of faculty, administration and ORP. All academic departments have been represented in developing the assessment program. SOC is a recognized Faculty Senate committee; Figure 1 on the next page depicts the program’s organizational structure.

In addition, participation extends beyond the committee membership depicted in the chart. Assessment is imbedded within the college culture at the college, departmental, and individual level. There are many opportunities for participation. Faculty from both campuses and all locations have had the opportunity to volunteer to administer an assessment, attend an assessment orientation, participate in departmental planning discussions, attend an assessment dialog, serve on a committee or cluster or submit a pilot project addressing the use of results. A variety of assessment results presentations are made annually. Each fall, an all faculty meeting is held to discuss the student outcomes assessment results from the previous spring, and similar discussions occur within departments. Several departments have used information from assessment results to develop new departmental initiatives as a part of the departmental planning process.

The entire college community was informed and engaged through on-going communication using a variety of media. Articles were published in employee newsletters and on the assessment web page. An informational assessment brochure was distributed to students, faculty, and staff. During Assessment Week posters and flyers were disseminated to promote awareness of assessment activities among the campus community.

Figure 1



### SOC Goals and Accomplishments

The MCC Student Outcomes Committee has achieved a number of significant accomplishments for the 2012-2013 academic year:

- Proposal for and subsequent Faculty Senate approval of Civic Engagement as a Student Learning Outcome.
- As part of the Informed Improvement project, proposal for and subsequent Faculty Senate approval for online assessment of revised Information Literacy assessment tool.
- Successful summer term online pilot of revised Information Literacy assessment tool.
- With the continued support of MCC's Office of Research and Planning, SOC successfully completed MCC's 2013 SOC Assessment Week. A total of 81 faculty volunteered 136 sections (a

17% increase in sections over 2012) for testing of the Oral Communication, Written Communication and Problem Solving/Critical Thinking assessment tools. There was an 88% course-level return rate overall, which also exceeded expectations.

Anticipated SOC action items for the 2013-2014 academic year:

- As part of the ii second year cohort, and as part of MCC's Higher Learning Commission accreditation cycle, SOC will consider improvements to MCC's current general education assessment model in terms of assessment delivery methods, as well as how SOC can better use the data generated by our assessments to inform and empower faculty. We anticipate that the ii process will be a significant part of SOC's work for the next few years.
- Continued faculty work and committee updates on the Information Literature and Cultural Diversity assessment tools.
- SOC will continue to define and develop marketing methods geared to engage faculty in the general education assessment process and to improve committee membership recruitment from each academic unit.
- SOC anticipates strategic awarding of the 2013-2014 ROC grant in conjunction with the release of 2013 Assessment Week results in fall, 2013.

### **Results Outreach sub-Committee Activities**

ROC was formed to focus efforts and ensure increased emphasis on the use of results from the student assessment program. ROC developed a call for proposals which is sent annually to all full-time faculty members. Submitted proposals are reviewed by the ROC members against a set of criteria, and recommendations for funding are forwarded to the Vice President for Academic Affairs for final approval. See Appendix B for ROC forms and documents.

For AY2013, ROC awarded one grant to faculty in the Art Department, titled "Tracking Creative Growth in the Art Classroom." An excerpt from the proposal:

"The purpose of this project is to demonstrate that skills developed when taking art classes will help students to excel in other college subjects. In the studio classroom more is learned than just the actual creation of the piece of art. It the conception and planning that they learn which will parallel skills required to excel in other areas. It has been apparent to art faculty that in our classroom students acquire skills that are difficult to teach in any other venue. The studio classroom allows us to give guidance to students while they are working on projects and to help them to develop skills taking advantage of the direct contact with the instructor. This extended contact is not available to students in anything other than the lab format that is the model for our classes. In these sections we have our instructors working with the students for 5 ½ hours every week. Many of these learned skills are directly translatable to the rest of their education."



## II. Overall Summary of Results

The MCC Program to Assess Student Learning has historically demonstrated evidence of student learning in both general education and career and technical areas. A common set of student learning outcomes provide the foundation for assessment. The assessment process is a part of the college culture and is a collaborative effort of faculty in many disciplines. Faculty members across nearly all disciplines and campus locations participate in the college's award-winning assessment program.

During the 17th-annual Assessment Week in spring 2013, SOC focused assessment efforts on three outcome areas: Oral Communication, Written Communication, and Problem Solving. A brief summary of results by assessment for the most recent years can be found below.

### Summary of Findings – Assessment Weeks 2010-2013

Outcome and Year Assessed	Results
Oral Communication – Assessed 2013	<p>Significant differences between beginning students and completing students were shown in the total percentage correct for the assessment overall and for each of the learning outcome areas:</p> <ul style="list-style-type: none"> <li>• knowledge about effective interpersonal interchanges</li> <li>• small group interaction</li> <li>• conducting oral presentations</li> </ul> <p><i>Student scores were highest for questions related to interpersonal communication followed by presentation skills. Scores were lowest on questions related to small group interaction.</i></p>
Written Communication – Assessed 2013	<p>The overall writing scores were not significantly different between the pre and post groups. Only one of 14 skill areas of the assessment was significantly higher for the post group:</p> <ul style="list-style-type: none"> <li>• The paper is free of sentence structure errors (fragments, run-ons, comma-splices).</li> </ul> <p><i>Student showed relative strength in stating their own position and addressing the prompt and needed most improvement in tone and recognizing the opposing position.</i></p>
Problem Solving – Assessed 2013	<p>The average score was not significantly higher for the completing student group overall or for any outcome area of the assessment.</p> <p><i>As with past years, mean scores have been highest for the Interpretation and Evaluation of Arguments sections and lowest for Inference.</i></p>
Numeracy – Assessed 2012	<p>The percent correct was significantly higher for the completing students overall and for four learning outcomes:</p> <ul style="list-style-type: none"> <li>• identify and extract relevant data</li> <li>• use models to organize the data</li> <li>• obtain correct results and state results with qualifiers</li> <li>• use information effectively</li> </ul> <p><i>Patterns of performance have remained consistent over several years.</i></p>
Scientific Inquiry – 2012	<p>Completing students performed significantly better than beginning students overall and on two of the five outcome areas:</p> <ul style="list-style-type: none"> <li>• prediction</li> <li>• evaluation</li> </ul> <p><i>Students have been most successful in distinguishing between predictions that are logical or not logical based on problems presented (Interpretation) and in making a conclusion based upon information presented (Evaluation).</i></p>
Cultural Diversity – Assessed 2011	<p>Students in the completing group:</p> <ul style="list-style-type: none"> <li>• Recognized the value of diversity</li> <li>• Supported requiring students to complete a diversity course in order to graduate</li> </ul> <p>Recognized the importance of civic responsibility</p>

**Summary of Findings – Assessment Weeks 2010-2013 (continued)**

Arts and Humanities – Assessed 2011	<p>Significant differences were observed between completing and beginning student scores in all the following learning outcome areas:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of human creations</li> <li>• an awareness that different contexts and/or world views produce different human creations</li> <li>• an understanding and awareness of the impact that a piece has on the relationship and perspective of the audience</li> </ul> <p>an ability to evaluate human creations</p>
Workplace Skills – Assessed 2010	<p>The average score of the completing student group was higher than the entering student group by a statistically significant margin. The post group also scored statistically higher in all but one outcome area (interpersonal communication). Overall, students’ scores ranked highest in:</p> <ol style="list-style-type: none"> <li>1. technology literacy</li> <li>2. ethics</li> <li>3. personal and professional responsibility</li> </ol> <p><i>For the past several years, teamwork and organization scores ranked lowest compared to the other outcome areas.</i></p>

**Overview of MCC Student Outcomes Assessment Results**

Outcome	2006	2007	2008	2009	2010	2011	2012	2013
<i>Arts &amp; Humanities</i>								
<i>Cultural Diversity</i>								
<i>Oral Communication</i>								
<i>Written Communication</i>								
<i>Numeracy</i>								
<i>Scientific Inquiry</i>								
<i>Problem Solving/Critical Thinking</i>								
<i>Information Literacy</i>								
<i>Workplace Skills</i>								
<i>Global Awareness</i>								

	Significant Results		Not Assessed
	No Significant Results		Pilot Year or In Development
	Sample Size too Small for Pre/Post Group Analysis		Assessment Instrument Under Review/Revision

### **III. Methodology**

#### **Direct Measures of Student Learning**

Student learning is measured by assessing knowledge in outcome areas defined by faculty. The nine general education outcome areas as determined by MCC faculty are as follows:

- written and oral communication
- problem solving/critical thinking
- numeracy
- scientific inquiry
- arts and humanities
- cultural diversity
- information literacy
- global awareness
- civic engagement

The workplace skills defined by MCC faculty are:

- ethics
- interpersonal skills
- critical thinking
- organization
- team work
- technology literacy
- personal and professional responsibility

Faculty developed instruments were adopted to measure the outcomes in all but three areas (Problem solving/critical thinking, cultural diversity and workplace skills.) Problem solving/critical thinking is measured using a standardized test that aligns with the MCC outcomes. The cultural diversity assessment is adapted from a survey designed by The Diverse Democracy Project at the University of Michigan. Workplace skills are assessed using an adaptation of the SCANS/TEJAS instrument developed through a Carl Perkins grant from the Texas Higher Education Coordinating Board. The faculty-designed instruments were pilot tested and reviewed using classical item analysis. Faculty also evaluated the instruments for content validity. The specific outcome statements and a description of assessment tools are presented for each outcome area in the chart in Appendix D.

#### **Data Collection Procedures**

SOC focused assessment efforts on three outcome areas: Problem Solving/Critical Thinking, Oral Communication, and Written Communication.

Faculty volunteers were recruited by SOC members and through department chairs. Courses with a relatively large share of beginning students or completing students were targeted for participation. Flyers were provided to help recruit volunteers. (Sample informational materials from Assessment Week 2013 are shown in Appendix F.) Eighty-one faculty members volunteered a total of 136 sections at both the Southern and Dobson and Red Mountain campuses. All assessments were administered by faculty in regular class sessions during Assessment Week, February 25 – March 2, 2013.

Early in the spring semester, participating faculty members were contacted to confirm participation. Assessment materials for over 3,200 students were distributed to academic departments, as well as tips for faculty, student information handouts, administration directions, and posters. The student information handout contains an explanation of the assessment program, a summary of results from prior years, and information about the upcoming Assessment Week.

Administration of the assessment occurred during the regular classroom period. Faculty followed a standard protocol for the assessment. Students were informed that the purpose of the assessment is to measure whether education goals are being achieved in order to improve programs and student learning. Students were assured that results are not reported by student or by class but are evaluated across the college. Completed assessments, along with an Assessment Submittal form, were returned to ORP. Faculty were asked to complete the following information on the submittal form: whether they provided an incentive to students, how long it took to administer the assessment, whether they had any problems administering the assessment, and what they would suggest to improve the process. About 41% of the faculty reported they had offered an incentive to students for participating in the assessment. This feedback is used to make necessary modifications to Assessment Week processes and procedures.

### Description of General Education Participants

From the total pool of students who took each assessment, a group of beginning (pre-group) students and a group of completing (post-group) students was selected for analysis and comparison. On average for both assessments combined, the pre-group participants had completed 9.0 credit hours compared to 50.5 credits for post-group students. Equal numbers of pre and post students were selected for comparison using a stratified random sample based upon ethnicity.

In previous years, students were asked to manually write their student ID number in addition to several background questions to help determine their total earned credit hours, the distribution of their courses, and their educational intent (i.e. reason for attending MCC). Starting with Assessment Week 2010, students were instead asked to affix a barcode sticker to their assessment answer sheet. The barcode contained each student's unique identification number and also listed each student's name and course information. Using a barcode sticker solved problems that occurred in past administrations in which most students either did not know their own ID number or refused to bubble in their identification number due to privacy concerns. ORP can now easily match each student's assessment response with exact demographic, credit hour, and course data. This more precise data is then used to determine eligibility for the pre and post cohorts.

Table 1

<b>Comparison of Beginning and Completing Student Groups</b>			
<b>All Assessments Combined</b>			
	<b>Pre-group</b>	<b>Post-group</b>	<b>Total College (Fall 12 45<sup>th</sup> day)</b>
<b>Headcount (Unduplicated)</b>	335	334	25,024
<b>Ethnicity</b>			
White	54%	59%	56%
Hispanic	19%	18%	19%
Black, non-Hispanic	8%	6%	8%
Am. Indian/AK Native	5%	4%	5%
Asian	4%	5%	5%
Native Hawaiian/Oth Pac Island	1%	5%	1%
Other/Not Specified	9%	6%	9%
<b>Gender</b>			
Female	53%	57%	51%
Male	45%	41%	47%
Unknown	2%	2%	2%
<b>Cumulative earned hours as of Spring 2013</b>			
Average	9.0	50.5	N/A

Note: 7 students took both assessments.

## IV. Results and Observations

### Problem Solving/Critical Thinking Assessment Results

#### Outcomes

Problem Solving/Critical Thinking outcomes have been defined as the ability to identify a problem or argument, isolate facts related to the problem, differentiate facts from opinions or emotional responses, ascertain the author's conclusion, generate multiple solutions to the problem, predict consequences and use evidence of sound reasoning to justify a position.

#### Data Collection and Measurement

*The Watson-Glaser Critical Thinking Appraisal*, a standardized assessment tool, was administered in 75 minute sections. The 80 item multiple-choice assessment was chosen by faculty because it closely aligns with the outcomes.

This instrument measures critical thinking in the following five areas:

- *Inference*: Discriminating among degrees of truth or falsity of inferences drawn from given data.
- *Recognition of Assumptions*: Recognizing unstated assumptions or presuppositions in given statements or assertions.
- *Deduction*: Determining whether certain conclusions necessarily follow from information in given statements or premises.
- *Interpretation*: Weighing evidence and deciding if generalizations or conclusions based on the given data are warranted.
- *Evaluation of Arguments*: Distinguishing between arguments that are strong and relevant and those that are weak or irrelevant to a particular question at issue.

#### Assessment Results

The performance of 80 beginning general education students (pre-group) is compared to 80 completing general education students (post-group).

The average score was not significantly higher for the completing student group overall or for any of the sub-sets of the assessment. Table 2 presents the mean scores and the percent correct by skill area.

Table 2

<b>Mesa Community College Student Outcomes Assessment 2013</b>				
<b>Watson-Glaser Critical Thinking Appraisal</b>				
<b>Problem Solving – Percent Correct by Skill Area and Student Group</b>				
	<b>Pre-group (N=80)</b>		<b>Post-group (N=80)</b>	
	<b>Score</b>	<b>% Correct</b>	<b>Score</b>	<b>% Correct</b>
<b>Overall</b>	48.9	61.1%	48.7	60.8%
Evaluation of Arguments	10.8	67.4%	10.5	65.8%
Interpretation	10.4	64.8%	10.4	65.0%
Recognition of Assumptions	10.2	63.9%	10.3	64.1%
Deduction	9.4	58.7%	9.4	58.8%
Inference	8.1	50.6%	8.1	50.4%

**Data Trends**

This is the seventh year of classroom administration of the *Watson-Glaser Critical Thinking Appraisal*. A comparison of the percent correct by outcome for the post-group between the 2004, 2006, 2008, 2009 and 2013 is presented in Table 3. Patterns are consistent across years. Average student scores are consistently highest for the Interpretation and Evaluation of Arguments sections and lowest for Inference.

Table 3

<b>Mesa Community College Student Outcomes Assessment                      Watson-Glaser Critical Thinking Appraisal                      Problem Solving/Critical Thinking: Percent Correct for Post-groups</b>					
	<b>Spring 2004                      Post-group                      N=88</b>	<b>Spring 2006                      Post-group                      N=83</b>	<b>Spring 2008                      Post-group                      N=73</b>	<b>Spring 2009                      Post-group                      N=68</b>	<b>Spring 2013                      Post-group                      N=80</b>
	<b>% Correct</b>	<b>% Correct</b>	<b>% Correct</b>	<b>% Correct</b>	<b>% Correct</b>
<b>Overall</b>	61.6%	65.2%	61.2%	61.6%	60.8%
Evaluation of Arguments	68.2%	72.6%	70.1%	67.0%	65.9%
Interpretation	71.1%	70.3%	65.7%	67.9%	65.0%
Recognition of Assumptions	60.2%	69.4%	61.8%	63.1%	64.1%
Deduction	58.9%	62.0%	59.6%	61.6%	58.8%
Inference	50.5%	51.8%	48.7%	48.2%	50.4%

## Oral Communication Assessment Results

### Outcomes

The general education outcomes for oral communication are that students will be able to construct and deliver a clear, well-organized verbal presentation; interact in a collaborative, synergistic manner within a small group, problem solving meeting; and maintain an effective interpersonal climate in one to one, dyadic interchange.

### Data Collection and Measurement

The oral communication instrument measures concepts and knowledge related to the outcomes. The assessment tool is comprised of 52 item multiple choice items and background questions. It was administered to 623 students.

### Assessment Results

In the years 2005 and 2007, the total percentage correct was significantly higher for the post-group overall and for scales relating to one-on-one interchanges, small group interaction and oral presentations. There was no significant difference in any area or overall in 2012, but the most recent administration in 2013 produced significant difference in all of the outcomes and overall. In summary, completing students performed better than beginning students on all of the areas in 2005, 2007 and 2013.

Table 7

Mesa Community College Student Outcomes Assessment								
Oral Communication - Percent Correct by Outcome and Student Group								
Outcome	2005		2007		2012		2013	
	Pre N=117	Post N=117	Pre N=120	Post N=119	Pre N=113	Post N=113	Pre N=156	Post N=156
Maintaining an interpersonally effective climate within a one to one interchange.	63.3%	75.1%*	59.7%	74.8%*	57.2%	53.1%	61.2%	67.1%*
Interacting in a collaborative synergistic manner within a small group.	53.4%	60.9%*	54.3%	66.5%*	47.7%	46.5%	50.7%	58.5%*
Conducting and delivering a clear, well organized oral presentation.	57.2%	69.5%*	56.9%	71.3%*	49.5%	49.6%	56.3%	64.3%*
<b>Overall</b>	<b>57.9%</b>	<b>68.5%*</b>	<b>57.1%</b>	<b>71.1%*</b>	<b>51.6%</b>	<b>49.6%</b>	<b>56.3%</b>	<b>63.5%*</b>

\* Significant difference

## Written Communication Assessment Results

### Outcome

The general education outcome for written communication is that “Students will be able to write a clear, well organized paper using documentation and quantitative tools when appropriate.”

### Data Collection and Measurement

A large number of students, 667, participated in the assessment of written communication. Students were given 70 minutes to write in response to a prompt. Students were directed to write a “well-developed multi-paragraph essay that argues for your position on this issue.”

From the pool of students who participated, 102 students were classified as beginning students and 102 were classified as completing students.

A panel of English faculty members evaluated each writing sample based on a rubric. Each essay was blind-scored by two judges. Items relating to content and organization are rated on a scale of zero

through three (0=not present, 1=poor, 2=satisfactory, 3=excellent). Mechanics and style are evaluated using a scale of 0-3 where the impact of errors is evaluated (0=excessive, 1=distracting, 2=minimal, 3=error free).

### Assessment Results

Essays from beginning students (pre-group) are compared to essays from completing students (post-group). The mean score for the post-group was significantly higher overall when compared to the pre-group for the years 2005 and 2007; however, significant results were not observed in either 2012 or 2013 administrations. Zero of the 14 skill areas were significant in 2012, and the post group was only significantly higher in one skill area in 2013: the paper is free of sentence structure errors (fragments, run-ons, comma-splices). The results by item and skill area are presented in Table 9. Students scores were highest in the paper accurately addressing the prompt and stating their own position. The lowest scores were on recognizing the opposing position and using a tone that demonstrates an awareness and consideration of the audience.

Table 9

Mesa Community College Student Outcomes Assessment								
Written Communication – Mean Scores by Skill Area and Student Group								
Outcome	2005		2007		2012		2013	
	Pre N=84	Post N=84	Pre N=83	Post N=83	Pre N=98	Post N=98	Pre N= 102	Post N= 102
<b>Content Skills</b> (0 = not present, 1 = unsatisfactory, 2 = satisfactory, 3 = excellent)	1.5	<b>1.8*</b>	1.2	<b>1.5*</b>	1.4	1.4	1.4	1.5
1. The paper accurately addresses the prompt.	1.7	<b>2.0*</b>	1.3	<b>1.6*</b>	1.8	1.8	2.1	2.1
2. The writer clearly states his/her position.	2.0	2.2	1.7	<b>2.0*</b>	1.9	2.0	1.9	2.1
3. The writer develops clear, logical ideas in support of the thesis.	1.4	<b>1.7*</b>	1.2	<b>1.6*</b>	1.5	1.6	1.5	1.6
4. The writer develops each point with appropriate detail and commentary.	1.4	<b>1.7*</b>	1.1	<b>1.6*</b>	1.3	1.4	1.3	1.4
5. The writer successfully acknowledges the opposing position.	1.1	1.3	0.9	1.0	0.7	0.7	.9	.9
6. The tone demonstrates an awareness and consideration of audience.	1.7	<b>2.1*</b>	0.8	1.0	1.0	1.1	1.0	1.0
<b>Organization Skills</b> (0 = not present, 1 = unsatisfactory, 2 = satisfactory, 3 = excellent)	1.6	<b>1.8*</b>	1.2	<b>1.6*</b>	1.4	1.5	1.5	1.5
1. The paper begins with a clear and engaging introduction that frames the issue.	1.6	<b>1.9*</b>	1.3	<b>1.5*</b>	1.5	1.5	1.5	1.5
2. The development progresses logically and smoothly.	1.5	<b>1.7*</b>	1.2	<b>1.6*</b>	1.5	1.6	1.4	1.5
3. The essay demonstrates a strong grasp of paragraphing conventions.	1.7	<b>1.9*</b>	1.2	<b>1.6*</b>	1.6	1.6	1.6	1.7
4. The essay demonstrates a strong grasp of transitions/orienting statements.	1.6	<b>1.9*</b>	1.3	<b>1.6*</b>	1.3	1.3	1.4	1.5
5. The conclusion gives a sense of completion and/or indicates direction.	1.5	1.8	1.2	<b>1.5*</b>	1.3	1.3	1.4	1.5
<b>Mechanics/Style Skills</b> (0 = excessive, 1 = distracting, 2 = minimal, 3 = error-free)	1.8	<b>1.9*</b>	1.6	<b>1.8*</b>	1.5	1.5	1.5	1.5
1. The paper is free of distracting mechanical errors (syntax, diction, spelling, punctuation).	1.6	<b>1.8*</b>	1.5	1.7	1.3	1.4	1.3	1.4
2. The voice and style are appropriate and free of errors (over use of passive voice, wordy phrases, vague or obvious statements).	1.7	1.8	1.6	<b>1.8*</b>	1.4	1.4	1.5	1.4
3. The paper is free of sentence structure errors (fragments, run-ons, comma-splices).	2.0	<b>2.2*</b>	1.8	<b>2.1*</b>	1.7	1.7	1.6	<b>1.8*</b>
<b>Overall Score</b>	1.6	<b>1.8*</b>	1.3	<b>1.6*</b>	1.4	1.4	1.5	1.5

\* Significant Difference



## V. Indirect Measures of Student Learning

In addition to the direct measures of the achievement of student learning provided by evaluating the results of the assessments administered to students annually, a number of indirect measures of student learning are collected at the college. These indirect measures provide further evidence of student learning; results from several indirect measures are presented in this section.

### Graduate Exit Survey

Upon application for graduation, all students are asked to complete an on-line survey. Of the 2,395 students who received a degree or certificate award from MCC during FY 2011-12, a total of 1,938 submitted valid graduate exit surveys. A relatively small number of invalid responses may be due to students entering incorrect identification numbers in the survey, or students failing to complete requirements needed to graduate after initially completing the survey.

Students are asked the extent to which the college experience has prepared them to transfer to a four-year college or university. The mean scores and share of students who say they are “very well prepared” for transfer has remained stable over the last five years as illustrated in Table 4.

Table 4

<b>Mesa Community College Graduate Exit Survey Results “How well prepared do you feel to transfer?”</b>						
	<b>AY 2006-2007</b>	<b>AY 2007-2008</b>	<b>AY 2008-2009</b>	<b>AY 2009-2010</b>	<b>AY 2010-2011</b>	<b>AY 2011-2012</b>
Mean score (scale 1-4)	3.5	3.6	3.6	3.6	3.6	3.6
Very well prepared	59%	65%	61%	61%	60%	59%
Somewhat prepared	37%	32%	37%	36%	36%	38%
Somewhat unprepared	3%	2%	1%	2%	2%	2%
Very unprepared	1%	1%	<1%	<1%	1%	<1%

The responses of a subset of students whose educational goals are in a Career and Technical field are presented in Table 5. Students were asked, “How well prepared do you feel for entering the workplace?” The mean preparedness score has remained stable over the past five years.

Table 5

<b>Mesa Community College Graduate Exit Survey Results “How well prepared do you feel for entering the workplace?”</b>						
	<b>AY 2006-2007</b>	<b>AY 2007-2008</b>	<b>AY 2008-2009</b>	<b>AY 2009-2010</b>	<b>AY 2010-2011</b>	<b>AY 2011-2012</b>
Mean Score (scale 1-4)	3.6	3.6	3.7	3.7	3.5	3.5
Very well prepared	62%	69%	71%	70%	57%	53%
Somewhat prepared	34%	26%	29%	28%	39%	42%
Somewhat unprepared	3%	3%	0%	1%	4%	4%
Very unprepared	1%	1%	0%	<1%	0%	1%

### Licensure and Certification

Students in Dental Hygiene, Fire Science, Mortuary Science, Network Academy, Nursing, and Veterinary Technology programs are able to receive licensure from outside licensure bodies after their studies at MCC. Data on licensure is presented below for these programs.

#### Dental Hygiene

Dental hygiene students take a national written exam, a regional practical and written exam, and a state written jurisprudence exam. Students must pass all exams in order to obtain a license to practice. Results are obtained from the national and regional examining bodies.

Table 6

<b>Mesa Community College Dental Hygiene Program Licensure Rates</b>		
<b>AY Year</b>	<b>Total # Graduates</b>	<b>Licensure Rate</b>
2006-07	17	100%
2007-08	16	100%
2008-09	16	100%
2009-10	19	100%
2010-11	17	100%
2011-12	15	100%
2012-13	19	100%

#### Fire Science and EMS

The MCC Fire Science program offers certification in several areas as detailed in Tables 7-8. The Fire-Fighter I and II Certification and the Hazardous Materials First Responder are both granted by the Arizona State Fire Marshall's Office. The actual success rate of attainment of the certificates may be underestimated because only the initial attempt at passage is reported back to the college. Students have three chances to pass the certification.

Table 7

<b>Fire Science and EMS Licensing Agencies</b>	
<b>License/Certification</b>	<b>Agency</b>
<b>Candidate Physical Agility Test (CPAT)</b>	International Association of Firefighters
	International Fire Chiefs Association
<b>Hazardous Materials/First Responder (FSC 105)</b>	Arizona Center for Fire Service Excellence
<b>Fire Operations (FSC 102)</b>	Arizona Center for Fire Service Excellence
<b>Wildland Firefighter (FSC 110)</b>	Arizona Bureau of Land Management
<b>Paramedic</b>	Arizona State Department of Health Services and National Registry of EMTs
<b>EMT</b>	Arizona State Department of Health Services and National Registry of EMTs
<b>Fire Investigation</b>	Arizona International Association of Arson Investigators

Table 8

<b>Mesa Community College - Fire Science Passage Rates</b>			
	Enrolled	Passed	%
<b>Fall 2007</b>			
Hazardous Materials/First Responder (FSC 105)	73	65	89%
Candidate Physical Agility Test	225	199	88%
Wildland Firefighter (FSC 110)	13	12	92%
Fire Department Operations (FSC 102)	19	16	84%
<b>Spring 2008</b>			
Hazardous Materials/First Responder (FSC 105)	62	54	87%
Candidate Physical Agility Test (CPAT)	268	246	92%
Wildland Firefighter (FSC 110)	13	13	100%
Fire Department Operations (FSC 102)	10	10	100%
<b>Fall 2008</b>			
Wildland Firefighter (FSC 110)	23	23	100%
Fire Department Operations (FSC 102)	16	16	100%
Hazardous Materials/First Responder (FSC105)	79	79	100%
Candidate Physical Ability Test	107	96	90%
<b>Spring 2009</b>			
Wildland Firefighter (FSC 110)	15	15	100%
Fire Department Operations (FSC 102)	26	26	100%
Hazardous Materials/First Responder (FSC105)	82	79	96%
Candidate Physical Ability Test	65	58	89%

### Mortuary Science

The students in the Mortuary Science program must take the National Board Examination (NBE) to graduate. Most states accept the scores on the NBE in lieu of having their own state exam. The National Board Exam is administered by the International Conference of Funeral Service Examining Boards. Licensure is on a state by state basis. There are two components of the NBE, Funeral Service Arts and Funeral Service Science. In 2008, the International Conference of Funeral Service Examining Boards began to report the pass rate of the two components separately. The statistics reported in Table 9 reflects NBE passage rates before the exam was broken down into components. Table 10 reflects the new manner in which scores are reports.

According to the Mortuary Science program director, almost all graduates eventually pass the exam and get licensed. Due to addition state licensure requires beyond the NBE such as internships, students may not receive state licensure for several years after graduation from the Mortuary Science program. About one-third of students in the program are from out-of-state.

Table 9

<b>Mesa Community College Mortuary Science Examinations</b>					
	# Graduates	Passed licensure exam		National Pass Rate	Licensed
1999-00	22	20	91%	82%	20
2000-01	14	13	93%	86%	11
2001-02	17	17	100%	85%	16
2002-03	21	19	95%	84%	15
2003-04	29	26	90%	67%	17
2004-05	16	12	75%	74%	16
2005-06	25	22	88%	72%	19
2006-07	21	14	67%	70%	Not Reported

Table 10

Mesa Community College Mortuary Science National Board Examinations							
	Graduates		Funeral Service Arts		Funeral Service Science		
	#	#	Pass	%	#	Pass	%
2007-08	22	23	18	78%	25	19	76%
2008-09	13	16	12	75%	14	9	64%
2009-10	27	27	24	89%	26	21	81%
2010-11	30	29	21	72%	29	24	83%
2011-12	34	34	25	74%	34	27	79%
2012-13	<i>Data not available until January 2014</i>						

### Network Academy

The Network Academy offers certification pathways in Network Administration, Network Security, Programming, Database Technologies, Fiber Optics, Information Assurance, Home Technology Integrator and Workplace Skills. Training formats include fast tracks, traditional semesters, distance learning, and internet deliveries. Network Academy students earn industry certification after completion of the program; however, there is not a formal mechanism for reporting certifications back to the program.

### Nursing

Nursing students who complete a four semester curriculum and receive the Associate of Applied Science degree are eligible to take an exam to become licensed through the National Council of State Boards of Nursing Examination for Nursing (NCLEX RN) licensure exam; pass rates are detailed in Table 11 below.

Table 11

Mesa Community College Nursing Program NCLEX RN Examination			
	Total # Graduates	# Graduates Taking NCLEX RN Exam	Pass Rate of Exam Takers
Spring 2005	75	74	92%
Fall 2005	71	69	94%
Spring 2006	58	58	95%
Fall 2006	38	36	89%
Spring 2007	75	75	92%
Fall 2007	50	47	98%
Spring 2008	106	106	97%
Fall 2008	105	105	96%
Spring 2009	93	93	97%
Fall 2009	50	50	98%
Spring 2010 - S&D site	98	98	100%
Spring 2010 - Boswell site	46	45	100%
Spring 2011 - S&D site	60	58	91%
Spring 2011 - Boswell site	45	44	100%
Spring 2012 - S&D site	52	52	100%
Spring 2012 - Boswell site	55	54	98%
Spring 2013 - S&D site	53	50	98%
Spring 2013 - Boswell site	25	25	100%

### Veterinary Technology

Graduates of the MCC Veterinary Technology Program are required to complete two semesters of prerequisite coursework in order to qualify to formally apply for admission to the Program proper. After a selective admission process, the Program proper consists of a five-semester curriculum leading to the Associate of Applied Science in Veterinary Technology/Animal Health. Graduates are immediately eligible to “sit” for the Veterinary Technician National Examination (VTNE) and the Arizona state Veterinary Technician certification examination. The VTNE is administered by the Professional Examination Service, and the state certification examination is administered by the Arizona State Veterinary Medical Examining Board. Upon passing both the VTNE and the state certification examination, the successful candidate is granted certification as a Certified Veterinary Technician by the state of Arizona.

Table 12

<b>Mesa Community College Veterinary Technology Board Exam Pass Rates</b>			
	<b>Graduates</b>	<b>% Passed State Exam</b>	<b>% Passed National Exam</b>
2005-06	4	100%	100%
2006-07	4	50%	50%
2007-08	5	100%	100%
2008-09	4	100%	100%
2009-10	8	100%	100%
Fall 2010	4	100%	100%
Spring 2011	4	In Progress	In Progress

### **Course Completion**

Data about course completion is provided for fall semesters in Table 13. The percentages of successful/unsuccessful students completing a course and those withdrawing from a course have remained relatively stable.

Table 13

<b>Mesa Community College - Course Completion</b>				
	<b>Successful (A, B, C, P)</b>	<b>Unsuccessful (D, F, Z)</b>	<b>Completer Sub-total</b>	<b>Withdrew (W, Y)</b>
<b>Fall 2000</b>	69%	8%	77%	23%
<b>Fall 2001</b>	69%	8%	77%	23%
<b>Fall 2002</b>	71%	8%	79%	21%
<b>Fall 2003</b>	71%	8%	79%	21%
<b>Fall 2004</b>	71%	8%	78%	22%
<b>Fall 2005</b>	69%	8%	77%	23%
<b>Fall 2006</b>	68%	8%	76%	24%
<b>Fall 2007</b>	68%	8%	77%	23%
<b>Fall 2008</b>	70%	9%	78%	22%
<b>Fall 2009</b>	70%	9%	79%	21%
<b>Fall 2010</b>	69%	9%	78%	22%
<b>Fall 2011</b>	69%	10%	79%	21%
<b>Fall 2012</b>	70%	10%	80%	20%

### Persistence

Cohorts of new full time students were followed for two semesters to track their enrollment in the college. Students are further grouped based upon what they declared as their intent at the time of registration. The tables below show the overall persistence of new full time students who started attending MCC in fall 2010 and fall 2011.

Table 14

<b>Mesa Community College New Full Time Student Persistence</b>			
	<b>Enrolled Fall 2011</b>	<b>Remained Spring 2012</b>	<b>Remaining Fall 2012</b>
<b>Full time total new students</b>	2,267	1,969 (88%)	1,384 (63%)
<b>Full time transfer students</b>	1,370	1,187 (87%)	833 (62%)
<b>Full time career students</b>	857	756 (89%)	538 (64%)

Table 15

<b>Mesa Community College New Full Time Student Persistence</b>			
	<b>Enrolled Fall 2010</b>	<b>Remained Spring 2011</b>	<b>Remaining Fall 2011</b>
<b>Full time total new students</b>	2,238	2,022 (90%)	1,403 (63%)
<b>Full time transfer students</b>	1,134	1,024 (90%)	712 (63%)
<b>Full time career students</b>	851	771 (91%)	531 (62%)

### Transfer

The number of students with MCC transfer credits enrolled in an Arizona university and the number of degree recipients with MCC transfer credits are described in the following tables.

Table 16

<b>Mesa Community College Undergraduate Enrollment of Students with MCC Transfer Credits at Arizona Universities</b>							
	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Arizona State University</b>	8,716	8,601	8,195	8,576	8,972	9,412	9,320
<b>Northern Arizona State University</b>	789	854	943	967	1,083	1,291	1,351
<b>University of Arizona</b>	552	552	549	624	668	783	761
<b>Total</b>	10,057	10,007	9,687	10,167	10,723	11,486	11,432

Table 17

<b>Mesa Community College Students with MCC Transfer Credits Receiving Undergraduate Degrees at Arizona Universities</b>						
	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Arizona State University</b>	2,819	2,824	2,629	2,839	2,928	3,076
<b>Northern Arizona State University</b>	264	255	283	310	311	401
<b>University of Arizona</b>	104	130	149	196	155	190
<b>Total</b>	3,316	3,187	3,061	3,345	3,407	3,685

Source: Assist Data Warehouse

### Developmental Education Course Completion and Subsequent Success

The overall course completion for developmental reading, English and math students is detailed in the table that follows. While withdrawal rates in developmental courses decreased each fall semester from 2005 to 2011, there was a slight increase in 2012.

Table 18

<b>Mesa Community College Developmental Education Course Completion</b>				
	<b>Successful (A, B, C, P)</b>	<b>Unsuccessful (D, F, Z)</b>	<b>Completer Sub-total</b>	<b>Withdrew (W,Y)</b>
<b>Fall 2004</b>	52%	15%	67%	33%
<b>Fall 2005</b>	48%	16%	64%	36%
<b>Fall 2006</b>	51%	14%	65%	35%
<b>Fall 2007</b>	53%	14%	67%	33%
<b>Fall 2008</b>	57%	13%	70%	30%
<b>Fall 2009</b>	59%	14%	73%	27%
<b>Fall 2010</b>	61%	14%	75%	25%
<b>Fall 2011</b>	60%	17%	77%	23%
<b>Fall 2012</b>	59%	19%	77%	26%

Of students who were successful in a developmental course, performance in subsequent 100 level or higher courses in the following year is described in Table 19. The subsequent success rates for the fall 2009 and 2011 developmental student cohorts are the highest success rate in this eight-year trend.

Table 19

<b>Mesa Community College Developmental Education students Success in a subsequent 100 level or Above Course</b>				
	<b>Successful in any 100+ level subsequent course</b>	<b>Unsuccessful in all subsequent courses</b>	<b>Withdrew from all subsequent courses</b>	<b>Did not enroll in subsequent 100+ level course</b>
<b>Fall 2003 followed through Fall 2004</b>	73%	4%	7%	16%
<b>Fall 2004 followed through Fall 2005</b>	73%	4%	9%	15%
<b>Fall 2005 followed through Fall 2006</b>	70%	6%	8%	16%
<b>Fall 2006 followed through Fall 2007</b>	72%	5%	9%	15%
<b>Fall 2007 followed through Fall 2008</b>	70%	5%	10%	15%
<b>Fall 2008 followed through Fall 2009</b>	72%	6%	7%	15%
<b>Fall 2009 followed through Fall 2010</b>	76%	5%	8%	11%
<b>Fall 2010 followed through Fall 2011</b>	75%	5%	9%	11%
<b>Fall 2011 followed through Fall 2012</b>	76%	4%	7%	12%

## **Appendix A**

### **Student Outcomes Committee Meeting Minutes AY 2012-2013**



**SOC Meeting Minutes**  
**September 13, 2012 – 3:00-4:30 p.m., CTL Conference Room**

**In Attendance**

Emi Ahn, Diana Bullen, Brian Dille, Tim Florschuetz, Marjorie Leta, Jim Mabry (VPAA), Sam Martinez, Dennis Mitchell (ORP), Ly Tran-Nguyen, Betty Parisek (Chair), Jacqui Jesse, Paul Nunez

**Assessment Conference Opportunity**

Tim and Jim discussed an opportunity to attend the Community College Conference on Learning Assessment at Valencia College in Orlando from Feb. 17-19, 2013. Tim said SOC should encourage key members to attend. Registration is due by Dec. 7<sup>th</sup>.

**Cluster Updates**

Cultural Diversity: Diana informed the committee that the cultural diversity cluster is in the process of research; members are not finding many existing tools or information helpful to the assessment of cultural diversity outcomes. She doesn't think the cluster will be ready for a pilot by next spring.

Information Literacy: Marjorie told the committee that the information literacy cluster recently met; members are in the process of reviewing current information literacy tools from other colleges. Tim said that the cluster set up a timeline for having a tool created or selected by spring 2013 for a spring 2014 pilot administration.

**Spring 2012 Assessment Week Results**

Dennis discussed the overview of assessment results from spring 2012. While significant differences were found between the test scores of pre and post groups in the Scientific Inquiry and Numeracy Assessments, no statistically significant differences were found between pre and post groups in the Oral Communication or Written Communication Assessments. Committee members discussed ideas about what has changed at the college and in the community between administrations that may have contributed to these assessment results. After discussion, the committee agreed to administer assessments in spring 2013 which have demonstrated inconsistent results in recent administrations: Oral Communication, Written Communication, and Problem Solving/Critical Thinking. Also, SOC members wished to administer Global Awareness for its first non-pilot administration if the cluster has finished working on the instrument. Dennis will check to see if the instrument is ready for use.

**ROC Grant & Marketing of 2012 Assessment Results**

Betty asked the committee how SOC can help faculty find meaning in assessment results. Ly discussed that SOC previously held a yearly campus forum on assessment results; unfortunately, this session was usually attended by faculty already participating in SOC and didn't garner a wider faculty audience. She asked if the chair or other SOC members could meet with departments to discuss results, and if ORP could create a special webpage of assessment results and ROC grant materials that could be easily pulled up at department meetings to facilitate discussions. Brian said that it would be great if faculty from one department could receive ROC funding to attend training and then return to the college to help faculty in other departments to incorporate certain discipline-specific outcomes into their courses. Betty will look into attending the next DCA meeting to explore this outreach.

**SOC ii Team Update**

Betty distributed minutes from the first SOC ii team meeting and a handout of information from the Higher Learning Commission on specific requirements related to student outcomes assessment. Diana discussed her involvement in developing an assessment program at her former college, and the committee discussed how that type of assessment could function at MCC as a replacement for the current assessment program. Betty said that, after feedback from the Faculty Senate, they have decided that Canvas will not be used for student outcomes assessment. Instead, the SOC ii team is looking for alternative online assessment tools that can address privacy concerns among faculty. The committee agreed that much more time will be needed to discuss these issues.

**Future Meeting Dates**

Oct. 11, Nov. 8, Dec. 13, Jan. 10, Feb. 14, April 11, May 9  
CTL Conference Room, 3:00 – 4:30 p.m.

**SOC Meeting Minutes**  
**October 11, 2012 – 3:00-4:30 p.m., CTL Conference Room**

**In Attendance**

Emi Ahn, Diana Bullen, Brian Dille, Tim Florschuetz, Marjorie Leta, Sam Martinez, Dennis Mitchell (ORP), Ly Tran-Nguyen, Paul Nunez, Betty Parisek (Chair)

**Assessment Week Poster**

Tim presented the Assessment Week poster created by his wife. It was well received, and the committee approved the poster with a minor color change.

**Cluster Updates**

Cultural Diversity: Diana said that the cluster searched (and searched and searched) and found only one example of a cultural diversity instrument that has been used by some other colleges. The instrument is proprietary and expensive, and Diana was not sure if it uses scenario-based questions that the cluster was considering. To even look at the instrument, a member would have to attend an expensive workshop, and the price per instrument is also high. Tim thought that price was restrictive. Diana will look into the possibility of attending the workshop, and Betty said she will ask VP Mabry if he would pay for Diana to attend the workshop for, at the very least, a Cultural Diversity Cluster fact-finding mission.

Information Literacy: Marjorie said that the cluster met recently to go over the old information literacy tool and agreed that half of instrument was useable and half was outdated. The cluster agreed that online would be the best way to administer this instrument because students can link to external sources.

SOC ii Team: Betty discussed the continued need for the SOC ii team to select a tool that can be used to administer assessments online. Andrew Giddings in IT is currently heading up an effort to select a course evaluation and survey solution for the campus as a whole, but he has not responded to Betty's request to be involved with the process. She will try to follow up with Andrew, and if progress is not made, look at moving on independently. The committee discussed if there would be a benefit to administering online assessment in the fall rather than in the spring; in addition, there was discussion about the possibility of placing several instruments online to allow participating faculty to select the assessment of their choice to administer in their online course.

**HLC Visit Recap**

Betty and Tim informed the committee that the recent HLC visit team left with glowing reviews and remarks regarding MCC and online programs. Of interest to SOC, Betty said that one member of the HLC team relayed a troubling story of one particular institution that had suspended its assessment program for a year. The point was that MCC should continue to administer assessments even during times when the assessment program and instruments are being reviewed.

**Assessment Week 2013**

The committee will need to start recruiting volunteers for 2013 assessment. Dennis will email a link out to the online sign-up form.

**ROC Grant**

Betty said that one ROC grant proposal had been submitted. It will be reviewed by the smaller ROC subcommittee.

**Future Meeting Dates**

Nov. 8, Dec. 13, Jan. 10, Feb. 14, April 11, May 9 | CTL Conference Room, 3:00 – 4:30 p.m.

**SOC Meeting Minutes**  
**November 8, 2012 – 3:00-4:30 p.m., CTL Conference Room**

**In Attendance**

Matt Ashcraft (ORP), Diana Bullen, Brian Dille, Tim Florschuetz, Jacqui Jesse, Marjorie Leta, Dennis Mitchell (ORP), Ly Tran-Nguyen, Paul Nunez, Betty Parisek (Chair)

**Cluster Updates**

Cultural Diversity: Diana said that VP Mabry agreed to fund her trip to the workshop to look at the potential Cultural Diversity instrument. In comparison of the current instrument to other instruments, she said she found some of the introductory demographic questions to be different and asked why. Matt said this is likely because this instrument was adopted from an external source. Dennis will look at all instruments and compare demo questions to ensure commonality.

Information Literacy: Marjorie said that the cluster has not met since their last meeting. Tim is hoping that the group will divide the outcomes to start creating new questions. Jacque asked about in-house instruments and how we determine their reliability. Matt answered that new instruments are piloted and an item analysis is conducted to determine question reliability.

SOC ii Team: Betty said that she has a meeting with Andrew Giddings soon to discuss online delivery tools. The team wanted to pilot online assessments during an off cycle, so they were thinking fall 2013, dependent on whether or not an administration vehicle exists. Tim suggested that information literacy be used as the first online assessment. Brian noted that since info lit will be a new tool, the committee might want to consider a current instrument that has already been validated. The committee discussed the option of using the current Scientific Inquiry tool as the main online assesment while also conducting an online pilot of the new information literacy tool. Betty said that the ii team is still looking at other tools to discuss with Andrew. Related to the committee's ii participation, Matt mentioned the Dr. Pan would like to attend their first meeting in the spring.

**ROC Grant**

Betty said that the ROC subcommittee determined the ROC grant proposal submitted by Art faculty was at least partially fundable after the proposal was modified to include better linkages to student outcomes. The committee agreed to fund the proposal in full.

**Assessment Week 2013**

The committee discussed recruitment efforts for Assessment Week 2013. Ly said that better support from the administration is needed to help recruitment efforts. Matt pointed out that SOC was featured in recent president's forums, but that VP Mabry should be the administrator backing SOC since it is an academic endeavor. Betty will continue to invite VP Mabry to the SOC meetings, and she will also ask him to email faculty to encourage them to volunteer.

Tim introduced the idea of removing the subject-area limitations that prevent assessments from being administered in classes that cover the same subject matter as the assessment. For example, Numeracy is not given in math courses and Written Communication is not given in English courses. Ly brought up the point that even if a student takes a Numeracy assessment in their English course, they may still be enrolled in a math class at the same time. The committee expressed interest in removing this limitation and will work on developing a proposal to present to the Faculty Senate.

Dennis brought up the possibility that large enrollments in developmental education may be causing some students in heavily recruited classes like ENG101 to have slightly too many credits to qualify as pre students in the assessment analysis. The committee discussed the issue and considered two possible changes. First, assessments could be given in developmental courses with the logic that many of these students are not just developmental students since they can concurrently enroll in other college-level courses. The other option was

to exclude developmental credits from student cumulative earned hour totals used in the assessment analysis calculations.

### **Future Meeting Dates**

Dec. 6 (AS191, 3:00 – 4:30 p.m.)

Jan. 10, Feb. 14, April 11, May 9 (CTL Conference Room, 3:00 – 4:30 p.m.)

## **SOC Meeting Minutes January 17, 2013 – 3:00-4:30 p.m., AS196**

### **In Attendance**

Emi Ahn, Matt Ashcraft (ORP), Diana Bullen, Brian Dille, Tim Florschuetz, Dave Harris, Jacqui Jesse, Marjorie Leta, Jim Mabry (VPAA), Sam Martinez, Dennis Mitchell (ORP), Betty Parisek (Chair)

### **SOC ii Recognition**

Dr. Pan and members of MCC informed improvement recognized the committee for their participation in ii.

### **Cluster Updates**

Cultural Diversity: Diana said the members of the cluster were in the process of taking the sample IDI assessments to better understand the instrument and its possible use at MCC. The main drawback to this instrument to assess cultural diversity is cost.

Information Literacy: Marjorie said that the cluster will be meeting next week to discuss new questions for the instrument.

SOC ii Team: Betty reported that the ii subcommittee is ready to move forward with assessing online students, but needed the funding to purchase a one-year license for Qualtrics in order to pilot online assessment in the fall. Dr. Mabry indicated that he will try to find funding. Ultimately, if the committee hopes to piggy back off of whatever campus or district wide survey/assessment tool is purchased to avoid extra costs. The committee agreed to move forward with plans to pilot on online assessment of the new Information Literacy instrument this fall.

### **Assessment Week 2013**

Dennis updated the committee on Assessment Week recruitment; over 130 sections have been volunteered, including about eight developmental sections. He said there should be more than enough sections to administer three assessments.

The committee discussed whether or not to allow assessments to be administered in developmental sections. Tim provided a history that developmental sections were excluded because assessment of developmental students was supposed to originate from the developmental education committee. Since this hasn't happened, and since students in developmental courses may also be taking general education courses, the committee decided to allow assessment administration in developmental courses.

Betty brought up that the assessment week orientation presentation is no longer compatible with the MCC website. ORP will see how many faculty volunteers are new to assessment so Tim or Betty can reach out to them.

Betty said that she received a request for an instructor to get their course-level assessment results. The committee discussed this issue at length and decided that it was not the intent of student outcomes results to be reported at the course level. Other options will need to be explored to “make assessment relevant” at the course level to instructors. Dave brought up the point that reporting assessment results at the course level could be used to evaluate instructors. Matt said that would not happen and that the administration is working on a data governance agreement for the college.

### **New Outcome**

Based on Dr. Pan's feedback, the committee discussed adding a new outcome for Civic Engagement. Betty will email Faculty Senate and ask if they wish SOC to survey MCC faculty about adding this new outcome.

### **Future Meeting Dates**

Feb. 14, April 11, May 9 (CTL Conference Room, 3:00 – 4:30 p.m.)

## **SOC Meeting Minutes Feb. 14, 2013 – 3:00-4:30 p.m., CTL Conference Room**

### **In Attendance**

Emi Ahn, Matt Ashcraft (ORP), Diana Bullen, Brian Dille, Tim Florschuetz, Jacqui Jesse, Marjorie Leta, Dennis Mitchell (ORP), Paul Nunez, Duane Oakes, Betty Parisek (Chair), Ly Tran-Nguyen

### **Cluster Updates**

Information Literacy: Marjorie said the cluster has made good progress with rough draft questions and will meet soon to put their questions together and make final edits. Some of the questions depend on what they use for the delivery method of the tool.

Cultural Diversity: Diana reported that cluster members took the IDI tool to examine its use as a possible instrument.

Civic Engagement: The Faculty Senate approved Civic Engagement as an outcome. Brian and Duane will co-chair the cluster. Brian showed committee assessment instruments from the American Democracy Project as examples of current instruments to measure civic engagement.

### **Assessment Week 2013**

Dennis provided an update for Assessment Week activities and said that ORP is distributing assessment packets to all faculty. Everything is on track for administration during the last week of Feb.

### **SOC Chair Election**

Betty told the committee that it was time to start thinking about chair and chair-elect elections for next academic year, and the committee reviewed the election process.

### **Future Meeting Dates**

March 7, April 11

## **SOC Meeting Minutes April 11, 2013 – 3:00-4:30 p.m., CTL Conference Room**

### **In Attendance**

Emi Ahn, Diana Bullen, Tim Florschuetz, Jacqui Jesse, Marjorie Leta, Sam Martinez, Dennis Mitchell (ORP), Betty Parisek (Chair)

### **Cluster Updates**

Cultural Diversity: Diana reporting that in reviewing the global awareness instrument and other outcomes, the cluster feels that some of the outcomes or instruments could be combined. She noted that critical thinking and problem solving are critical skills that pervade many of the assessments. The committee felt this was important to look into next year.

Information Literacy: Marjorie passed around a draft copy of the new information literacy instrument. Tim said that the cluster reviewed best practices of test question design when composing the instrument. The current plan

is to administer the assessment in Canvas and invite students using a campus-wide email blast of all enrolled students.

Civic Engagement: Diana reported about the civic engagement cluster on behalf of Duane. She said the cluster met once, has a large membership and had a productive conversation. She said they need to focus more on creating outcomes than some of the big picture topics discussed at the first meeting.

SOC ii Team: Betty reported that the SOC ii team is ready to ask Faculty Senate for approval for a new direction for SOC. The committee discussed verbiage for the proposal and settled on the following question to bring to Faculty Senate:

“As a means to increase the relevance of student learning outcomes for faculty and staff, and to the level each program and department feels appropriate, how can the Student Outcomes Committee Informed Improvement Team facilitate the effective integration of student learning outcomes assessment throughout all MCC departments, programs, and courses? Recognizing that this is a paradigm shift in terms of MCC's current culture of an overarching student learning outcomes assessment process, the SOCii team expects to function as the college's student learning outcomes coaches throughout this integration process.”

### **Assessment Week 2013**

Dennis gave the committee a brief recap of Assessment Week. Everything went smoothly and ORP is in the process of preparing assessments for scanning and analysis.

### **SOC Chair Election**

Ballots were available to vote for SOC Chair and Chair-Elect. ORP will email ballots to members not at the meeting with a deadline of April 18<sup>th</sup>.

### **Future Meeting Dates**

This was the final SOC meeting for AY2013.

## **Appendix B**

### **Results Outreach Committee Materials**

# ROC

## The Results Outreach Committee

**Designed to help teams of faculty or departments use the student outcomes assessment results**

### ROC Mission

Provide a mechanism and resources to support faculty and/or departments in developing outcomes-based instructional initiatives or projects directly linked to assessment results data.

### ROC Purpose

- Promote the use of outcomes data in relation to faculty development, pedagogy, and academic climate;
- Encourage and stimulate faculty, departments, interdisciplinary teams to develop specific outcomes-based initiatives or projects based on assessment data;
- Provide the mechanisms and/or resources for these outcomes-based initiatives

#### **MCC's Gen Ed Outcomes are:**

Written and Oral Communication  
Problem Solving/Critical Thinking  
Numeracy  
Arts & Humanities  
Scientific Inquiry  
Information Literacy  
Cultural Diversity  
Global Awareness

#### **MCC's Workplace Skills are:**

Ethics  
Interpersonal Skills  
Critical thinking  
Organization  
Teamwork  
Technology Literacy  
Personal and Professional Responsibility



## Results Outreach Committee Call for Proposals

The Results Outreach Committee (ROC) is a sub-committee of MCC's Student Outcomes Committee (SOC). Its mission is to provide a mechanism and the resources to support faculty and/or departments in developing outcomes-based initiatives directly linked to assessment results data.

### ROC Call for Proposals

In conjunction with the dissemination of 2012 Assessment Week results, the Results Outreach Committee (ROC) is seeking proposals for faculty projects to be developed during the Fall, 2012 semester and completed during the 2013 academic year. Proposals are for instructional initiatives or projects based on MCC's 2012 Outcomes Assessment results. Preference will be given to proposals that involve groups of faculty or entire departments and demonstrate a long-term benefit to students and the academic climate. Interdisciplinary teams are encouraged.

Compensation will depend upon the nature of the project and might include grants, resources or support, stipends, expenditures, equipment, or recognition. Funding for past proposals have ranged from \$1,500-7,000 for teams of 3-10 participants. Proposals will be reviewed by an ad hoc faculty committee comprised of SOC and ROC members.

In line with the Higher Learning Commission's mandate that institutions use "the information gained from assessment to improve student learning" (HLC, 2012, p.7) ROC proposals should focus on instructional initiatives based on 2012 college-wide Outcomes Assessment results that are designed to benefit students, programs, and departments. Preference will be given to proposals that involve groups of faculty or entire departments. Interdisciplinary teams are encouraged.

### Assessment Background Information

**MCC Outcomes Assessment results over the last several years, and specifically for 2012, have shown several themes related to students' communication abilities.**

- While students show relative strength in stating their own position in writing, they struggle with tone and in recognizing an opposing position.
- While students have historically shown strength in oral interpersonal communication, overall they have difficulty with small group interaction.

Strong preference will be given to 2012 ROC grant proposals that address one of these or related themes identified in MCC's 2012 Assessment Week results. This report can be accessed at: <http://www.mesacc.edu/about/orp/assessment>. You may also obtain a complete Annual Report of assessment data by contacting the Office of Research and Planning at 461-7213.

### Submit your proposal:

#### Project ideas might include:

- Sponsoring workshops, speakers, or a scholarly event on campus; engaging faculty in peer mentoring on outcomes assessment and using results; forming a faculty learning community addressing a given outcome result; creating a service learning activity to improve student outcomes performance; or designing new, interdisciplinary approaches to instruction that are outcomes centered.

Submission forms, samples of projects funded in the past, project reports and information about the Results Outcome Committee are located at: <http://www.mesacc.edu/about/office-research-planning/student-assessment/results-outreach-committee>

SUBMISSION DEADLINE IS 3 PM Wednesday, October 10, 2012

Recipients will be notified by Monday October 15, 2012

Participants will be expected to report out on their project annually. Proposals must be less than three pages. Submit a word document through intercampus mail AND as an email attachment to the current SOC Chair (or complete the online submittal form) Betty Parisek in the Nursing Department For further information contact: Betty Parisek, SOC Chair (461-7081, [betty.parisek@mesacc.edu](mailto:betty.parisek@mesacc.edu)).

# Results Outreach Committee ROC Proposal

## ROC Project Title

## Name(s) and Department

## Work Phone Number(s)

## Abstract

Write a concise overview describing the project, timeline, and intended outcome (120 word limit).

## Intended Outcome of Project

Explain how the project will benefit: 1) students, 2) the college-wide outcomes assessment endeavor, and 3) the educational climate of the college.

## Timeline

Describe start/finish dates and schedule of activities. Delineate these by Summer I, Summer II, and/or Fall 2006. If working as a group, state the primary responsibility of each team member.

## Compensation Needs

Provide a detailed budget including resources and/or expenses needed in order to complete the project. Be specific and include a rationale for each. Proposal expenses may be accepted as is or with noted modifications. Indicate if you are willing to accept partial awards.

## Dissemination of Completed Project

Participants will be expected to report out on their project annually. Proposals must be less than three pages. Submit a word document through intercampus mail AND as an email attachment to the current SOC Chairs (or complete the online submittal form): Betty Parisek in the Nursing Department or Tim Florschuetz in the English Department. For further information contact: Betty Parisek, SOC Co-Chair (461-7081, [betty.parisek@memail.maricopa.edu](mailto:betty.parisek@memail.maricopa.edu)) or Tim Florschuetz, SOC Co-Chair (461-7515, [florschuetz@mesacc.edu](mailto:florschuetz@mesacc.edu)).

# **Appendix C**

## **Process for Adding an Outcome**

### Process for Modifying/Adding/Deleting College-Wide Outcome

#### A. Modifying an outcome/measure

1. A motion is made and a rationale provided by a residential faculty to modify a college-wide outcome. The motion must be seconded by another SOC member to initiate the process.
2. Upon a consensus of SOC members for this need, a faculty cluster will be recruited and charged with reviewing, refining, and operationalizing the modified components of the outcome.
3. Assessment tools aligned to the outcome will be identified and/or developed by the faculty cluster.
4. The assessment tool will then be administered as a pilot test during a subsequent assessment period.
5. Results will be analyzed and assessment tool revised and refined if necessary.
6. Steps 4 and 5 will be repeated until the tool has been validated.

#### B. Adding an outcome

1. A motion is made and a rationale provided by a residential faculty to add a college-wide outcome. The motion must be seconded by another SOC member to initiate the process.
2. A discussion will take place and upon agreement by SOC members for this need, a proposal will be drafted by the initiating member justifying the rationale for the need of the new outcome.
3. The proposal will be reviewed by the student outcomes resource committee and suggestions for revision made if necessary.
4. The final proposal will be presented to SOC at the next meeting for approval.
5. The SOC Chair and/or Chair-elect will make a formal presentation of the proposal to Faculty Senate.
6. Upon support by Faculty Senate, an interdisciplinary team of faculty will then be recruited to discuss the components of the outcome and design a matrix/survey that measures the degree to which faculty emphasize the proposed outcome in the courses of their respective discipline.
7. The survey/matrix will be sent college-wide to determine campus consensus. If consensus is reached a faculty cluster will be formed.
8. The faculty cluster will be charged with reviewing, refining, and operationalizing the components of the outcome.
9. Assessment tools aligned to the outcome will be identified and/or developed by the faculty cluster.
10. The assessment tool will then be administered as a pilot test during a subsequent assessment period.
11. Results will be analyzed and assessment tool revised and refined if necessary.
12. Steps 10 and 11 will be repeated until the tool has been validated.

#### C. Deleting an outcome

1. A motion is made and a rationale provided by a residential faculty to delete a college-wide outcome. The motion must be seconded by another SOC member to initiate the process.
2. Upon a consensus of SOC members for this need, a proposal will be drafted by the initiating member justifying the rationale for the need to delete the outcome.
3. The proposal will be reviewed by the student outcomes resource committee and suggestions for revision made if necessary.
4. The final proposal will be presented to SOC for approval.
5. College-wide consensus on the matter will then be determined electronically by the SOC Chair who will send out an email to all residential faculty for comment about any concerns or objections.
6. Once college-wide consensus is determined, the SOC Chair and/or Chair-elect will make a formal presentation of the proposal to Faculty Senate.
7. Upon support by Faculty Senate, the outcome will be deleted.

## **Appendix D**

### **Learning Outcomes and Assessment Measures as of AY 2012-2013**



**MESA  
COMMUNITY  
COLLEGE**

Mesa, Arizona

## Student Outcomes Assessment Program

### Summary of Student Learning Outcomes and Assessment Measures

Outcome Area	Student Learning Outcome Statements	Description of Assessment Measure
<b>Arts and Humanities</b>	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of human creations.</li> <li>2. Demonstrate an awareness that different contexts and/or world views produce different human creations.</li> <li>3. Demonstrate an understanding and awareness of the impact that a piece (artifact) has on the relationship and perspective of the audience.</li> <li>4. Demonstrate an ability to evaluate human creations.</li> </ol>	<p>Faculty-developed: The measure consists of a series of visual, aural, and written stimuli representing different aspects of arts and humanities. Students view/hear/read the stimuli and respond to a series of open-ended questions requiring personal response to the work, critical evaluation of the work, or contextual interpretation of the work. Faculty blind-score responses using a scoring rubric.</p>
<b>Cultural Diversity</b>	<ol style="list-style-type: none"> <li>1. Identify and explain diverse cultural customs, beliefs, traditions, and lifestyles.</li> <li>2. Identify and explain major cultural, historical and geographical issues that shape our perceptions.</li> <li>3. Identify and explain social forces that can effect cultural change.</li> <li>4. Identify biases, assumptions, and prejudices in multicultural interactions.</li> <li>5. Identify ideologies, practices, and contributions that persons of diverse backgrounds bring to our multicultural world.</li> </ol>	<p>Adaptation of a student survey developed through University of Michigan <i>Diverse Democracy Project</i>.</p>
<b>Information Literacy</b>	<ol style="list-style-type: none"> <li>1. Given a problem, define specific information needed to solve the problem or answer the question.</li> <li>2. Locate appropriate and relevant information to match informational needs.</li> <li>3. Identify and use appropriate print and/or electronic information sources.</li> <li>4. Evaluate information for currency, relevancy, and reliability.</li> <li>5. Use information effectively.</li> </ol>	<p>Faculty developed: Cluster members chose items from a district-developed item bank. In Part I, students respond to multiple choice items aligned with the outcomes. In Part II, students write a response to an article about the effects on marijuana, using information from the article to take a position. Faculty blind-score the open-ended response using a scoring rubric.</p>
<b>Global Awareness</b>	<ol style="list-style-type: none"> <li>1. Identify world economic and political systems, events, cultures, and geography.</li> <li>2. Explain the impact of globalization on world societies and the natural environment.</li> <li>3. Identify how historical events, perspectives, and cultures have shaped the nature of current global issues.</li> <li>4. Analyze local, regional, and global implications of a current event.</li> <li>5. Explain the impact of culture and experiences on one's world view and behavior.</li> </ol>	<p>Faculty developed: Assessment consists of multiple choice and free-responses questions.</p>

Outcome Area	Student Learning Outcome Statements	Description of Assessment Measure
<b>Numeracy</b>	<ol style="list-style-type: none"> <li>1. Identify and extract relevant data from given mathematical situations.</li> <li>2. Select known models or develop appropriate models that organize the data into tables or spreadsheets, graphical representations, symbolic/ equation format.</li> <li>3. Obtain correct mathematical results and state those results with the qualifiers.</li> <li>4. Use the results.</li> </ol>	Faculty developed: Measure includes multiple choice items aligned with the four outcomes, including graphing and interpreting data and using given quantitative information to solve problems.
<b>Oral Communication</b>	<ol style="list-style-type: none"> <li>1. Construct and deliver a clear, well-organized oral presentation.</li> <li>2. Interact in a collaborative, synergistic manner within a small group problem solving meeting.</li> <li>3. Maintain an interpersonally effective climate within a one to one dyadic interchange.</li> </ol>	Faculty developed: Measure consists of multiple choice items designed to assess concepts and knowledge related to each of the outcomes.
<b>Problem Solving/Critical Thinking</b>	<ol style="list-style-type: none"> <li>1. Identify a problem or argument.</li> <li>2. Isolate facts related to the problem.</li> <li>3. Differentiate facts from opinions or emotional responses.</li> <li>4. Ascertain the author's conclusion.</li> <li>5. Generate multiple solutions to the problem.</li> <li>6. Predict consequences.</li> <li>7. Use evidence or sound reasoning to justify a position.</li> </ol>	Commercially produced: The <i>Watson-Glaser Critical Thinking Appraisal</i> was selected by faculty as an appropriate measure of the problem solving/ critical thinking outcomes. It is a standardized measure that has been normed on a junior and two-year college population.
<b>Scientific Inquiry</b>	<p>Demonstrate scientific inquiry skills related to:</p> <ol style="list-style-type: none"> <li>1. Hypothesis</li> <li>2. Prediction</li> <li>3. Assumption</li> <li>4. Interpretation</li> <li>5. Evaluation</li> </ol>	Faculty developed: Measure presents information about scientific problems; students respond to questions about the problems that are aligned with the outcome statements. The measure has undergone two substantial revisions based on previous three years of data analysis.
<b>Workplace Skills</b>	<ol style="list-style-type: none"> <li>1. Ethics</li> <li>2. Interpersonal skills</li> <li>3. Critical thinking</li> <li>4. Organization</li> <li>5. Team work</li> <li>6. Technology literacy</li> <li>7. Personal and professional responsibility</li> </ol>	A multiple choice test was developed from a work-place skills item bank developed by the state of Texas. Test has been administered for three years with appropriate modifications made based on analysis of results.
<b>Written Communication</b>	Write a clear, well-organized paper using documentation when appropriate.	Faculty developed: Students respond to a prompt requiring the development of an argumentative essay. Students have 90 minutes during which they prepare a rough draft and a final draft of a multi-paragraph essay. Faculty blind score the essays using a scoring rubric that includes ratings on several sub-skills.

## **Appendix E**

### **Sample Assessment Week Materials for AY 2012-2013**



# **Student Assessment Week 2012**

**Take a Bite out of Learning!**

**February 25 - March 2**



**Numeracy  
Oral Communication  
Written Communication  
Scientific Inquiry**

**During Assessment Week, we conduct a variety of activities to assess student learning and determine the effectiveness of our college programs.**



**Information for Students**  
*WHAT WE'RE LEARNING ABOUT STUDENT LEARNING*

**Mesa Community College Student Outcomes Assessment Program**

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**What is the MCC student assessment program?**

Student outcomes assessment is a term used to describe measuring and documenting what MCC students are achieving overall in their studies at the college. Faculty members define the outcomes of college programs and develop measures to assess them. The program includes three primary assessment areas - general education, career and technical education, and developmental education.

**What is assessed?**

For students pursuing their general education studies at the college, seven areas are assessed: Written and Oral Communication, Arts and Humanities, Cultural Diversity, Information Literacy, Scientific Inquiry, Numeracy, Problem Solving/Critical Thinking.

For students enrolled in a career or technical program, seven workplace skills are assessed: Ethics, Interpersonal Communication, Critical Thinking, Organization, Team Work, Technology Literacy, Personal and Professional Responsibilities.

Who is assessed?

For general education, the performance of groups of students who are beginning their general studies is compared to that of groups of students who are completing their general education. For career and technical programs, students who are beginning and completing specific programs leading to AAS degrees or certificates are assessed on their workplace skills.

**What can students expect?**

Students are asked to take one of the assessments during one class period.

- It is important for students to make an honest effort to complete the assessments to the best of their ability so that the information collected is meaningful.
- Individual student scores are not reported, and a student's grade or class standing is not affected by his or her performance.
- Students are asked to provide background information so that the assessment data can be analyzed to be sure that the students who participated are representative of the whole student population.

**What do the results show?**

The Mesa Community College Student Outcomes Assessment Program provides clear evidence of student learning at the college! Assessments are given in Information Literacy, Numeracy, Problem Solving, Scientific Inquiry, Oral communication, Written Communication, Cultural Diversity, Global Awareness, and Arts and Humanities. Students enrolled in Career and Technical programs participate in workplace skills assessment.

## **Tips for Faculty Giving Assessments**

### **Mesa Community College – Student Outcomes Assessment Program**

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Thank you for volunteering one or more of your class sections to give an assessment. It is this that helps make the work of our Student Outcomes Committee so successful.

In the past a number of faculty have had questions about giving assessments. Their concerns typically fell into two categories:

- Should we tell students about the assessment in advance and, if so, what do we tell them?
- Should we offer some kind of incentive for their participation?

SOC has no official or unofficial position on either of these questions. What occurs in the classroom is up to the individual faculty member, but to respond to concerns and perhaps give you some ideas, here are ways other teachers have approached assessment week.

#### **Preparing the Class:**

Some faculty felt that if they told their class ahead of time that they would be taking an assessment on a particular day, students may not show up. Other faculty have talked to their class about it extensively and had everyone show up eager to be assessed!

If you do want to talk with your students, you'll need to decide if you want to do it during the same class period you'll be giving the assessment (when they've shown up already) or prior to that. One consideration is that if you have a fifty minute class, you probably won't have time to do both in the same day. If you have a longer class period and the assessment only takes fifty minutes, then you would have time. A handout is available which you can either copy and distribute to your class or use on your own to help guide a discussion.

#### **Use of Incentives:**

Again, this is entirely up to you. Last year approximately 60% of assessments were given with an incentive; 40% were not. For faculty who used an incentive, most often it took the form of a 10-point quiz grade or some other type of extra credit.

*Here is one scenario that an instructor offered from her experience:*

*I did not prepare them. Actually I did not tell them. On the day of the assessment, I announced that we had a special project to do that day and that it was voluntary but...I then explained the purpose of assessment, how it was confidential and anonymous, and that if they did not want to do it they did not have to do it; however, if they stayed to complete the assessment (math) they would get 10 points added as extra credit. Everyone stayed.*

In the end, we want to stress that the decision to discuss assessment with your classes ahead of time or offer an incentive is entirely up to you. If you try something new and you liked the results, please let us know and we'll share it with others. A feedback form is enclosed with your assessment materials.

## Mesa Community College Program to Assess Student Learning

- *Our class has been selected to participate in a large-scale assessment of student learning outcomes at Mesa Community College.*
- *Your effort and cooperation in this activity are very important to understand what students are learning and help us make good decisions about programs at MCC.*
- *Your individual performance on the assessment will NOT be reported to anyone and will NOT affect your grades or standing at MCC in any way.*
- *Background information will only be used to verify that the students sampled represent the entire campus.*

# Assessment Week 2013 - February 25 – March 2

## *Faculty Volunteers Needed*

Our 17<sup>th</sup> Annual Assessment Week is scheduled for February 25 – March 2, 2013.

*Assessment is faculty-driven and faculty-owned. You are key to the success of the student outcomes assessment program! Your on-going support and cooperation are sincerely appreciated!*

**Faculty volunteers are needed to ensure that assessment week is a success.**

**Will you volunteer one or more class period(s) to administer an outcomes assessment during spring 2013 Assessment Week?**

Volunteers are needed for the following areas:

### **General Education Courses**

- Classes likely to contain high percentages of students who are just beginning their general education courses (e.g., English 101, Psychology 101).
- Classes likely to contain high percentages of students who are nearing completion of their general education courses (e.g., 200-level courses in a discipline).

To Volunteer:

Contact your department's **SOC** representative \_\_\_\_\_

**Questions?** Please contact Tim Florschuetz ([tim.florschuetz@mccmail.maricopa.edu](mailto:tim.florschuetz@mccmail.maricopa.edu) / 1-7515) or Betty Parisek ([betty.parisek@mccmail.maricopa.edu](mailto:betty.parisek@mccmail.maricopa.edu) / 1-7108), co-chairs of the Student Outcomes Committee.

Information about assessment is also available at [www.mesacc.edu/about/orp/assessment](http://www.mesacc.edu/about/orp/assessment) or from the Office of Research and Planning at 1-7213.

Appendix E: Sample Assessment Week Materials



## ASSESSMENT WEEK 2013 CONFIRMATION

Dear «Instructor»,

On behalf of the Faculty Senate Student Outcomes Committee, thank you for volunteering to administer an **assessment** to one or more of your sections during **Assessment Week 2013** (February 25 - March 2). Packets of **assessment** materials will be delivered to your departments (or directly to Red Mountain) on or before Friday, Feb. 22. An email will be sent out after all packets have been delivered.

**PLEASE REVIEW THE COURSE INFORMATION BELOW. If any of the information is incorrect, if you are unable to administer assessments in these sections, or if you do not receive your materials by the time listed above, please contact Dennis Mitchell in the Office of Research and Planning at 1-7213 or [dsmith@mesacc.edu](mailto:dsmith@mesacc.edu).**

For general questions regarding student outcomes **assessment**, you may contact the Student Outcomes Committee chair: Betty Parisek ([betty.parisek@mesacc.edu](mailto:betty.parisek@mesacc.edu) / 1-7108).

*Please administer the **assessments** during the **week** of February 25 – March 2. Return your completed **assessments** and other materials to the research office by **Friday, March 8th**.*

Please visit our [student outcomes assessment web page](#) for more information such as an [FAQ](#) and [tips for faculty](#) administering **assessments**.

**Your **Assessment Week** volunteered course(s), section number(s), **assessment** to be given, allotted time and most recent course enrollment total(s) are listed below. If the administration time is less than your total class meeting time, feel free to use the rest of your class period after the **assessment** as you see fit.**

**Your Assessment Week course(s) and section number(s):**

«Course», «Course\_ID»

«Course2», «CourseID2»

«Course\_3», «Courseid3»

## ASSESSMENT SUBMITTAL FORM

Please complete one form for each section and return one section per envelope. Send this form and the completed assessments in the envelope provided to the MCC Office of Research and Planning, Building #42. **The requested information allows us to keep a log of returned assessments; data will not be analyzed by individual student or by section.**

Instructor's Name \_\_\_\_\_ Section # \_\_\_\_\_

1. Did you give any type of incentive (e.g., extra credit) to encourage the students to participate?

Yes  No

If yes, what type of incentive? \_\_\_\_\_

2. How long did it take to administer the assessment? \_\_\_\_\_ minutes

3. What worked well for you in administering the assessment?

4. What suggestions do you have for improving the process for next year?

*THANK YOU FOR SUPPORTING THE  
MCC STUDENT ASSESSMENT PROGRAM!*